DOCUMENT RESUME

ED 098 827 FL 006 618

TITLE	Guidelines for Foreign Language Education in the Seventies/GERMAN.
INSTITUTION	Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.
PUB DATE	73
NOTE	66p.; For related documents, see FL 006 614-617
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Curriculum Development; *Curriculum Guides; Educational Objectives; Elementary Education; *Elementary Secondary Education; *German; German Literature; Junior Colleges; Junior High Schools; *Language Instruction; *Language Skills; Secondary Education; *Second Language Learning; Skill Development; Teaching Methods

ABSTRACT

In order to expand the base of foreign language study in an increasingly international society, a general curriculum guide to German instruction has been developed for all grades from kindergarten through junior college. The guide provides for the coordination of language programs at all grade levels within a school system. The guidelines, which describe learning objectives, teaching strategies, suggested activities, evaluation, and both textual and nontextual resource materials for all educational levels, are grouped into sections for grades K-6, 7-8, 9-12, and for junior and community colleges. Development of students' expected mastery of the German language and culture is traced in an outline of sequential language instruction programs. Emphasis is given to individualized instruction and the development of listening, speaking, reading, and writing skills. A bibliography and a list of sources of audiovisual and other instructional materials are appended. (CK)

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GUIDELINES FOR FOREIGN LANGUAGE EDUCATION IN THE SEVENTIES/GERMAN

The Office of the
Superintendent of
Public Instruction
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FL 006 618

Instructional Services Section
Foreign Languages
1973

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FOREWORD

The role of Foreign Language education in the United States is becoming vitally important in everyday living. Through the study of languages, students gain the rich experience of real communication with other human beings and an understanding of individual differences to the extent, perhaps, that no other discipline can offer. It prepares them with a mature response to the diversity of world cultures and the needs of our American pluralistic society. Learning language is learning people!

In an age when people are seeking identity and wishing to rediscover their roots, world communities are awakening to the necessity of learning about themselves, as well as the cultures and languages of their neighbors. To meet this challenge, educators should engage in bringing about a change in attitudes and emphases in foreign language education to insure its benefits to all Americans.

Guidelines for Foreign Language Education in the Seventies provides an opportunity for schools to participate in the Illinois experiment to coordinate language programs and implement the study of languages in the total curriculum at all levels of learning. This office is grateful to the various committees of Illinois foreign language teachers for their leadership and dedication in making these guidelines possible.

Michael J. Bakalis
Superintendent of Public Instruction

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INTRODUCTION

Guidelines for Foreign Language Education in the Seventies was inspired by the need for change in foreign languages at a time when humanistic and educational values are being questioned. The philosophy that languages are best learned when begun in early childhood and continued over a span of years forms the basis for developing these guidelines which include all levels of the school system from kindergarten through grade twelve. As part of the continuum in foreign language studies, consideration was given to community colleges in an attempt to unify language programs at that level.

The new guidelines are designed to improve, expand and broaden the base of foreign language learning to meet present day needs. They provide for fully articulated and sequential programs in the languages most commonly taught in Illinois schools, French, German, Italian, Latin, Russian and Spanish, and were formulated by a committee of master teachers in each of these languages. They may serve to provide direction for colleges and universities which train teachers for the elementary, junior and senior high schools. Likewise, they may serve as a model for developing ethnic language programs in Illinois and may be used in continuing education programs. They are intended to establish a solid base for foreign language study as an integral part of the core curriculum.

The culture component which has been written into the guidelines will take students beyond the structure of the language they are

studying and will acquaint them with the habits, customs and values of the people in their everyday environment from historic times to the present. It offers an opportunity for cross-cultural studies in a pluralistic society and emphasizes the affective domain as well as the cognitive.

Much thought was given to suggested approaches in methodology. Emphasis is being placed on the psychological aspect of foreign language learning through individualizing instruction. The development of the student's talents and interests in acquiring the skills of listening, speaking, reading, and writing another language is a vital objective. The importance of second language learning for every child in the state and the benefits derived from it are clearly set forth in *A New Rationale for the Teaching of Foreign Languages in Illinois: A Humanistic View* which preceded the writing of *Guidelines for Foreign Language Education in the Seventies*.

New programs with insight into career education and personal enrichment are important to meet the current need for foreign languages in national and international relations. Teachers are encouraged to collaborate with their colleagues in other disciplines to develop programs which include the basics of language learning, pronunciation, functional grammar and vocabulary. These programs should be adapted to the particular course, and should be practical and sufficient for the student's needs.

For the enthusiastic teacher who is aware of the importance of foreign languages and sensitive to the needs of students, the new guidelines should provide incentive, motivation and opportunities for

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creativity in foreign language study. It is hoped that creative teachers will introduce mini-courses to stimulate the desire for second language learning in students not enrolled in regular programs. Where there is team teaching in related subject areas, units for individualization of instruction may be included in learning activity packages designed to arouse interest and increase motivation for foreign language study.

At a time when Illinois is engaged in a national public relations program to bring foreign languages to the "market place," *Guidelines for Foreign Language Education in the Seventies* is a step in the right direction in bringing about change in foreign language education in Illinois. It is the firm belief of foreign language educators that the maturity of our country can be best demonstrated by the ability of its people to appreciate, understand and speak the languages of their forefathers and respect the languages and cultures of other peoples in the American mosaic.

GERMAN

K-6

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The introduction of the study of foreign languages into the kindergarten and elementary curriculum is vitally important for the mastery of a foreign language. Students of this age are uninhibited, and have great ability to imitate sounds and learn automatically by mimicry. They are easily motivated and receptive to learning by repetition.

Learning a foreign language at this level helps students gain insight into languages and a better understanding of English. It acquaints them with cultures other than their own in a unique and intimate way. It helps them understand and appreciate people different from themselves, and for students with German background, it keeps alive a pride in their German heritage. Also, it establishes a sound foundation for advanced study of German in later grades.

The ultimate success of an elementary school German program depends in large measure on the way in which the foreign language skills acquired at this level are utilized and further developed in the junior and senior high schools. It is the duty of every German teacher in the elementary school to work closely with the junior high school teachers in the district for the benefit of students. Smooth transition can be achieved between the different levels by articulating programs. Individualized programs or special sections should be introduced to meet the needs, abilities, and interests of the students.

Learning Objectives: Grades K-3

Students should be able:

- To demonstrate good listening habits and oral comprehension of vocabulary and sentences within the student's range of experience to approximately 250 words.

- To pronounce correctly words appropriate to the grade level and engage in simple dialogues relating to greetings, telling ages, and naming colors.

  Example:

Wie alt bist du?	Ich bin acht Jahre alt.
Welche Farbe ist das?	Das ist gelb.
Wie spät ist es?	Es ist zehn Uhr.

- To sing a selected group of children's songs.

- To read and understand words and simple phrases and sentences.

- To understand and appreciate basic aspects of German heritage and tradition.

Teaching Strategies

- Emphasis should be on the audio-lingual approach with as much student participation and invclvement as possible. The atmosphere should be joyful, playful, and personal, making use of games, records, felt boards, films, filmstrips, competitions, songs, dances, dramatizations, dialogues, tape recordings, guest speakers from Germany, foreign exchange students, and club exchange of drawings.

- The learning process should expose the students to new vocabulary and should concentrate on presenting the material through drawing, copying, filling in words, completing sentences, and repeating correct German. Writing should be delayed to the upper elementary grades.

Learning Objectives: Grades 4-6

Students should be able:

- To demonstrate good listening habits and an understanding of sentences and simple stories presented in German utilizing audio-visual aids.

- To ask and answer questions based on the student's experience with a working knowledge of approximately 500 words by the sixth grade.

- To speak German with reasonably correct pronunciation, intonation, and rhythm.

- To maintain a simple conversation, using vocabulary already presented to the class.

- To form answers and questions relating to familiar subject matter. For example: Wo ist das Museum? Das Museum ist in der Stadt.

- To describe pictures and scenes, sing songs, recite poems or parts of stories with expression and correct intonation.

- To read and comprehend elementary stories in German.

- To write simple sentences, short stories and paragraphs within the student's experience, using correct verb form and noun endings, using correct spelling and punctuation.

- To demonstrate knowledge of sentence structure and correct use of nouns, verbs and pronouns.

- To demonstrate a limited knowledge of culture and literature of German-speaking countries, including the family, home, seasons, events of the year, towns and villages, school and shopping, songs, rhymes, manners, poems, fairy tales, legends, how children of the same age live, their daily routines, holidays, games and activities.

Suggested Activities

The activities listed below are intended to develop the listening-comprehension and speaking skills of the students and introduce them to correct speech patterns, reading and writing. Aspects of German culture are also introduced.

- Listening and understanding exercises utilizing audio-visual aids.

- Repetition of words and phrases, stressing correct pronunciation and intonation.

- Dialogues relating to numbers and simple arithmetic problems, telling time and ages, giving the names of the members of the family, the days of the week, the months, seasons, colors, pets, toys, articles of clothing, and weather.

- Performing simple dialogues and singing songs, such as "Bruder Jakob" or "Komm tanz mit mir".

- Vocabulary building exercises including games, words, fill-ins and completing sentences.

- Reading simple stories and German comics.

- Reciting poetry; telling stories.

- Writing from dictation at the blackboard or desk.

- Writing letters to peers in a German-speaking country.

- Presenting skits, dances, games.

- Listening to records, guest speakers from Germany or a German-speaking country.

- Viewing films, filmstrips, and slides on life in Germany and German culture.

Teaching Strategies

In keeping with the short attention span of students at this level, the lessons should provide a variety of activities of short duration in order to retain the student's interest and afford sufficient drill to achieve the objectives.

Oral and silent reading should be delayed until students have firm control of sound patterns. A conscious effort, however, should be made to emphasize accurate pronunciation when the student is introduced to reading from textual materials.

Extensive utilization of audio-visuals at this level is very effective in acquiring the listening-comprehension and speaking skills, and is highly recommended.

Evaluation Process

The evaluation process should include the following areas:

- Correct pronunciation
- Asking and answering questions
- Vocabulary development
- Following directions
- Oral reading
- Writing from dictation

RESOURCE MATERIALS

Textual:

- Auf deutsch, bitte! (2nd-6th), Max Hueber Verlag
- Komm bitte! (K-1st), Max Hueber Verlag
- Los! Ein Deutschkurs für Kinder (2nd-5th), Klett Verlag
- Westermann's Fibel (2nd-3rd and 4th-6th), Westermann Verlag
- Ina und Udo (4th), Diesterweb Verlag
- Familie Schiller (4th-6th), Max Hueber Verlag
- Wir lernen Deutsch (6th), Diesterweg Verlag

Non-textual:

- Felt board, chalk and blackboard, crayons and colors
- Picture books and German comics
- Clippings from magazines and newspapers
- Tapes, filmstrips, slides and records for instructional purposes
- Cultural films
- Work sheets prepared by teacher (especially for K-3 level)

Supplementary:

- Lesebuch für Auslandschulen, Diesterweb Verlag
  Märchen, German comics, magazines such as Das Rad
  for 6th grade

GERMAN

Grades 7-8

GERMAN GRADES 7-8

As an intermediate stage between the elementary school and the senior high school, the junior high school German program shows characteristics of both. Junior high school students continue to enjoy active participation in the form of games, songs and dramatization, but are also introduced to formal grammar. The objectives should be adapted to the ability, needs, and interests of the students at each grade level.

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To comprehend the language spoken at normal classroom speed within the range of vocabulary and constructions found in the text and/or used in class.
- To reproduce meaningful utterances with reasonably correct pronunciation, intonation, and rhythm, that demonstrate control of the whole sound system.
- To form and answer questions relating to familiar subject matter.
- To participate in directed dialogue with acceptable accuracy and speed.
- To relate facts about familiar objects or situations.
- To participate in conversation about previously studied topics using language acceptable to a native.

Evaluation Process

- Oral testing using questions related to the individual student
- Oral testing on items of a general nature
- Oral testing requiring the oral summarization in German of a dialogue/conversation or narrative
- Oral testing which requires giving directions
- Oral testing which requires changing statements into questions or commands

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[redacted]hing Strategies

- New material should be presented first by the teacher, repeated by the students in chorus, then by sections of the class, and finally by individual students.
- Drill on separate sounds should be conducted after whole sequences of sound patterns have been used in normal speech patterns.
- Group problems of pronunciation should be stressed in class and individual problems outside of class.
- Have student-directed games and discussions.
- Change activities frequently during each class period. (No activity should last longer than 10 minutes.)
- Use the laboratory to provide drill work in pronunciation and grammatical patterns.

READING

Learning Objectives

Students should be able:

- To relate the sounds of the language to the printed word by reading material which previously has been learned orally.
- To comprehend the basic reading materials of the text while reading silently without translation.
- To read a familiar text aloud.
- To read additional material whose meaning can be derived through inference.

Suggested Activities

- Oral and silent reading suitable to the age, ability, and interest of the student
- Supplementary readings: skits, fairy tales, short stories, and anecdotes

Evaluation Process

- As the student reads aloud, the teacher, by using a checklist, indicates the degree of correctness in speed, pronunciation, and intonation.
- The student answers orally and/or in writing questions over the reading material.
- The student takes multiple choice comprehension tests following timed silent readings.

Teaching Strategies

- The teacher introduces the students to reading those speech patterns they already know and have practiced choroughly.
- In the final units of the course of study, original prose selected from books or periodicals is read.
- The language laboratory is used for practice with oral reading.

WRITING

Learning Objectives

Students should be able:

- To write familiar sentences from dictation. Formulate questions and answers about previously learned material.
- To answer questions which would form a narrative. Supply the dialogue of one person in a conversation.
- To write statements about a stimulus (i.e., a visual aid).
- To rewrite a simple familiar narrative, making simple changes in tense.
- To do written exercises that involve simple manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison, and possession.

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Suggested Activities

- Dictation of previously learned material
- Completion exercises for control of grammar and vocabulary
- Written word games
- Simple definitions of textbook and classroom terms
- Written answers to questions covering familiar topics
- Descriptions of pictures and slides

Evaluation Process

- Dictation tests over familiar and recombined material
- Written tests with questions on familiar topics
- Short guided compositions, letters, and summaries

Teaching Strategies

- The teacher introduces writing along with reading and deals with materials the students have heard, said, and read many times.
- Completion and dictation exercises over familiar material add to the student's sense of accomplishment and mastery.

GRAMMAR

Learning Objectives

Students should be able to demonstrate control of basic German grammatical structures:

- Present, past, and future tenses
- Command forms
- Definite and indefinite articles in all four cases, singular, and plural
- Personal pronouns

- Coordinating and subordinating conjunctions
- Use of prepositions governing dative and accusative
- Cardinal and ordinal numbers
- Inverted word order
- Question formation
- Word order with negation, direct and indirect objects, and adverbs

Suggested Activities

- Teacher presentation using blackboard, overhead projector, pictures, and charts
- Oral and written structure drills
- Small group or individualized study, using study sheets

Evaluation Process

- Oral substitution and transformation tests
- Written replacement and completion tests
- Written tests on identification of grammatical forms and categories

Teaching Strategies

- Grammar should be taught in English when German is not understood
- Use visual aids and handouts
- Use programmed instruction and learning packets, particularly for individual differences in learning rate

CULTURE

Learning Objectives

In the first years of study the acquisition of the basic linguistic skills is in itself an important cultural goal. It is essential to remember that language is the most complete expression of the culture of

any people. In addition, the student must learn to identify the needs, desires, and aspirations that are common to all mankind while also becoming aware of how people are uniquely different.

Students should be able:

- To demonstrate knowledge of the cultural connotations of the language within his structural control, as well as of the accompanying gestures and expressions.
- To show an awareness of the social conventions which regulate the what and how of communication in the foreign culture.
- To have an initial acquaintance with the manners, foods, clothing, customs, and family life unique to the country being studied, as derived from the text, audio-visual aids, and outside readings in English.
- To reflect attitudes which show a human understanding and respect for a society uniquely different, and yet similar, to his own.
- To know some folklore as well as a few anecdotes and proverbs.
- To demonstrate as a result of class discussions and club activities an introductory knowledge of the music, dance, art, geography, and history of the country.

Suggested Activities

- Teacher presentations on cultural topics
- Viewing of films depicting geography and contemporary style of Germany, Switzerland and Austria
- Assigned reports on subjects of particular interest to specific students
- Field trips to cultural sites, restaurants and German movies
- Role-playing in situations where the student acts and reacts in ways appropriate to the German culture

Evaluation Process

- The student indicates on an outline map the features of Germany studied in the course.
- The student distinguishes objects or behaviors that are typical of the German-speaking culture but not American.
- Define such words as Karneval or Gemütlichkeit in terms of the German culture.

Teaching Strategies

- Use a multi-media approach to teach cultural concepts: slides, tapes, music, and films.
- Give individual culture assignments and have students present their findings to the class.
- Utilize any students who have travelled in countries where German is spoken.
- Have students interview native Germans in the local community.

INDIVIDUALIZED INSTRUCTION

The teaching of German in grades seven and eight can be individualized in respect to learning rate, method, course content and/or instructional objectives. Since the first few weeks of beginning instruction involve teaching basic phonetic contrasts and sound-symbol correspondences which all students must master during this period, individualization will be restricted primarily to pacing.

As the students progress, however, learning activity packets or modules must allow them to tailor their programs to their individual needs and interests. For example, a student may choose between either a deductive or an inductive approach to a unit on German structure. By selecting the corresponding learning activity packets, students can emphasize particular language skills, such as oral fluency or reading ability to meet their needs and interests.

RESOURCE MATERIALS

Basic

A-LM German Levels I-II. Harcourt, Brace & Jovanovich, Inc.

Erste Stufe, Zweite Stufe. Holt, Rinehart & Winston, Inc.

Los! A Beginning Audio-Lingual Course in German, Ernst Klett Verlag. Distributed by Gessler Publishing Co.

A First Course in German, third edition. D.C. Heath & Co.

Deutsch: Entdecken wir es! McGraw-Hill/Webster

German Today, One. Houghton Mifflin Co.

Deutsch durch audio-visuelle Methode. Rand McNally, Inc.

Supplementary

Individualized German Reading Library. Scholastic Book Services, Ltd.

Münchhausen ohnegleichen. National Textbook Co.

Es war einmal. National Textbook Co.

First German Classroom Library. Books of the World Publishers

Six German Tales. Books of the World Publishers

GERMAN

Grades 9-12

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GERMAN GRADES 9-12

The beginning German program for high school is very similar in content to the junior high school program. There is less reliance on games, songs, and dramatizations, however, and more attention given to formal grammar.

In the senior high school, mini-courses and individualized materials offer excellent opportunities for meeting the diverse needs of all students, whether terminal or college bound. It is highly recommended that students continue the study of German through all four years of high school, either in formal classes or by independent study and individualization of instruction.

FIRST YEAR

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To comprehend German spoken at normal classroom speed within the range of vocabulary and constructions found in the first-year textbook. This also includes recognition of cognates and the use of gestures.
- To understand familiar commands.
- To reproduce meaningful utterances with reasonably correct pronunciation, intonation, and rhythm, that demonstrate control of the sound system.
- To ask and answer simple questions pertaining to everyday topics, such as greetings and salutations, inquiries about family members, directions in a strange city and ordering meals in a restaurant.
- To participate in directed dialogue with acceptable accuracy and speed.
- To relate facts about familiar objects or situations.
- To engage in conversation, using language acceptable to a native, about previously studied topics.

Suggested Activities

- Student discriminates among sounds (via minimal pair drills, checking of "same" or "different"), produces the sounds, and moves toward internalization.
- Student practices aloud with partner(s) any oral memorization for the next day.
- Student acts out the dialogue or parts of the dialogue in front of the class.
- Student formulates questions to be answered by peers or the teacher.
- Student participates in playing games and singing.
- Students act out mini-dramas based on the chapters in the textbook pertaining to such topics as asking for directions in a strange city, ordering meals in restaurants, making inquiries at the train station.

Evaluation Process

- Test listening by multiple-choice, body-movement, drawing, and picture items.
- Test pronunciation, intonation and stress through mimicry, memorization, oral, and visual cues as well as through reading and written tests.

READING

Learning Objectives

Students should be able:

- To understand while reading silently without extensive translation, the basic reading materials of the text.
- To read aloud a familiar text.
- To understand recombinations of the previously learned vocabulary and structures.
- To read with comprehension materials containing a limited number of unfamiliar cognates and new vocabulary or structural items.

Suggested Activities

- Student associates sounds and symbols by reading aloud with correct pronunciation previously memorized dialogues or narratives from an overhead transparency.
- Student reads the same materials with successive changing of single vocabulary items until the whole passage has been changed.
- Student reads recombination paragraphs aloud from which dictation will be taken the next day.

Evaluation Process

- Test reading comprehension by multiple-choice items, true and false items and appropriate-inappropriate items.
- As the student reads aloud, the teacher, by using a checklist, indicates the degree of correctness of the student's pronunciation and intonation.

WRITING

Learning Objectives

The student should be able:

- To write familiar sentences from dictation.
- To formulate questions and answers about previously learned material.
- To answer questions which would form a narrative.
- To supply the dialogue of one person in a conversation.
- To write statements about a stimulus (i.e., a visual aid).
- To rewrite a familiar narrative, making simple changes in tense.
- To do written exercises that involve simple manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison, and possession.
- To write brief original dialogues and paragraphs with known structure and vocabulary.

Suggested Activities

- Student copies familiar materials.
- Student writes dialogue lines or narrative from memory.
- Student fills in "spot" dictation.
- Student takes full dictation of the more difficult familiar material.
- Student writes exercises involving manipulation of number, gender, word order, replacement, negation, interrogation, command, comparison, and possession.

Evaluation Process

- Partial or spot dictation by filling in blanks as a passage is read.
- Tests with questions on familiar topics and narratives.

GRAMMAR

Learning Objectives

The student should be able to demonstrate control of basic German grammar including:

- Present, present perfect and future tenses
- Command forms
- Modal auxiliaries
- Definite and indefinite articles nominative, accusative and dative cases, singular and plural
- Der and ein words (nominative, accusative and dative)
- Personal pronouns
- Plurals of nouns
- Coordinating and subordinating conjunctions
- Da and wo compounds
- Cardinal and ordinal numbers

- Inverted word order
- Question formation and interrogative pronouns
- Word order with negation, direct and indirect objects, and adverbs

Suggested Activities

- Teacher presentation using blackboard, overhead projector, pictures and charts
- Oral and written structure drills
- Individualized study sheets

Evaluation Process

- Written tests requiring the completion, substitution or transformation of grammatical forms in sentences.
- Oral laboratory tests requiring manipulation of grammatical forms.

CULTURE

Learning Objectives

The learning objectives for first year high school are basically the same as those stated for the junior high school program. Refer to the culture section of the junior high school guidelines.

Suggested Activities

- Explain by means of a simple narrative the principal geographical features of German-speaking countries.
- Indicate on a large wall map the boundaries, main cities, rivers, and mountains of German-speaking countries.
- Listen to and sing along with recordings of one or two folk songs.
- Show slides or filmstrips of famous landmarks.
- Practice gestures corresponding to greetings or sentiments expressed.

Evaluation Process

- On an outline map, the student indicates the geographical features of Germany learned in the course.
- From pictures, the student identifies German geographical regions and famous buildings.
- The student gives the name for or equivalent to Christmas, New Year's, Easter, Mother's Day, and special German holidays such as Karneval.

Teaching Strategies

The same teaching strategies may be applied to the first year as were used in the junior high school program with minor adjustments for the age and maturity of the students.

SECOND YEAR

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To easily understand the spoken alphabet when used in spelling activities.
- To understand an educated native speaking at normal classroom speed on a topic concerning everyday situations in the contemporary culture of German speaking countries.
- To understand the general meaning of passages containing a limited number of unfamiliar vocabulary items or new cognates.
- To reproduce all sounds of the speech system in such a way as to be recognized by a native speaker and distinguish clearly those sounds where an error can distort meaning.
- To use an active vocabulary of approximately 1,000 words.
- To initiate simple questions, and answer in complete sentences questions asked by other students, the teacher or the text.

. To participate in an impromptu dialogue using statements from material or topics previously studied and make appropriate rejoinders to the comments of others.

Suggested Activities

. Student comprehends meaningful utterances, listens to recorded dialogues, live interviews on television, or sound tracks of films. The student may listen to a sound track via a tape which the teacher has prepared in adapting a movie or filmstrip to his individual ability, interest and motivation. The tape may also serve to encourage the student to express his own personal opinion.

. Student answers questions based on dialogues, carries on a conversation, and/or paraphrases content of dialogues or short stories in narrative form.

. Student responds to various structure drills as an individual and/or group participant.

. Student acts out a situation described orally, and reacts to a series of commands centered around a theme, which could be a cultural one.

. Student creates dialogue or narrative using familiar vocabulary and structures when given a conversation stimulus either oral or visual.

. Student memorizes, recites and discusses contemporary poetry.

. Student participates in simple discussions about television and radio programs, readings, films, recordings, and news relating to cultural or other topics.

Evaluation Process

. Test pronunciation, intonation and fluency by having groups of students hold a conversation in front of the class.

. Test speaking by using a visual chart of actions, places and things as stimuli.

. Test speaking by asking general questions on health, age, weather, and time.

READING

Learning Objectives

Students should be able:

- To read materials of a difficulty equal to that found in the second-year text. This material should contain all cases, tenses, moods, and voices.

- To use a passive reading vocabulary of approximately 1,300-1,800 words, deriving meanings from context without using the dictionary until all other means have been exhausted.

- To read simple selections in German newspapers, magazines, and graded readers on travel, geography, history, and social customs, as well as biographical sketches, short stories, and poems rather than long examples of "literature."

Suggested Activities

- Student reads intensively in class short readings of strictly controlled difficulty.

- Student reads from newspapers and magazines selected articles on a wide range of topics within his experiences.

- Student learns in class how to read extensively materials containing cognates and new vocabulary and structural items in context, and through inference comprehends the main points.

Evaluation Process

The evaluation process should include the following areas:

- Multiple choice tests in German on previously read material

- Multiple choice tests on unfamiliar reading selections, answer items being different from the expressions found in the reading matter but still familiar to the student.

- Tests in which students answer in English and German orally and/or in writing questions on assigned reading material.

- Tests comprised of quoted lines from material read followed by questions having multiple-choice answers and relating to the lines quoted.

- As the student reads aloud, the teacher, by using a checklist, indicates the degree of correctness in the student's speed, pronunciation, and intonation.

WRITING

Learning Objectives

Students should be able:

- To write from dictation text material previously examined for details of written form.

- To write controlled sentences using the subject, direct object, indirect object, prepositional phrases, adverbs, and subordinate clauses in correct word order, punctuating and spelling all material correctly.

- To write answers to familiar questions.

- To write summaries of selections that have been read in group work or individually under teacher's guidance.

- To write short guided themes with good control of grammatical form and idiomatic usage.

Suggested Activities

- Student does directed writing for homework, such as rewriting a model paragraph, with changes in person and/or tense, from the familiar to the formal.

- Student formulates questions on answers provided by the teacher.

- Student rewrites dialogue in narrative form or narrative in dialogue form.

- Student writes a simple paragraph on oral or visual stimuli.

- The class works as a team to provide sentences which the teacher or a student writes on the overhead transparency on a particular theme or topic.

- Student reads selected culture article dealing with everyday life and writes a brief summary.

- Student takes dictation from specially prepared and/or selected tapes designed to meet individual needs.

Evaluation Process

The writing skill may be evaluated by testing the student's ability:

- To take full dictation from previously studied material or write a paraphrase of that material.

- To write sentences, using simple or multiple substitution involving verbs, adjectives and articles.

- To use replacement or transformation drill techniques as test items.

- To supply either question or answers in question-answer items for which the teacher has the proper response.

- To write a short composition in class on a subject previously read or discussed.

GRAMMAR

Learning Objectives

In second year German the student will continue to develop and refine his command of the structures learned the first year, and at the same time develop a mastery of the forms listed below:

- Genitive case

- Single past tense

- Weak and strong adjective endings

- Comparison of adjectives and adverbs

- Reflexive, relative and demonstrative pronouns

- Double infinitive constructions

- Infinitive constructions with "zu"

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- Conditional sentences with the general subjunctive
- Prepositions governing the dative case

Suggested Activities

- Teacher presents grammar rules using blackboard, overhead projector, pictures, and charts. Students ask and answer questions.
- Students participate in oral and written structure drills.
- Students work in groups or individually using charts and study sheets.
- Language laboratory practice with recorded structure drills

Evaluation Process

- The student supplies the correct answer to questions, using verbs in the tenses indicated.
- The student substitutes pronouns for specified nouns.
- The student connects two independent clauses by using the correct relative pronouns.
- The student expands sentences by adding adjectives and adverbs in their proper forms and sentence positions.
- The student changes adjectives and adverbs in sentences to their comparative or superlative forms.
- The student changes statements to subjunctive contrary-to-fact conditions.

CULTURE

Learning Objectives

Students should be able:

- To react according to authentic social conventions in ordinary situations, such as greetings, compliments, condolences.
- Identify German influence on American and world culture.

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. Express an awareness in written and oral work of the similarities and differences of each culture as these characteristics are made evident in travelogues, films, slides, speeches by German visitors, and Americans who have lived abroad.

Suggested Activities

. Using large maps and pictures, the teacher discusses the geography of Central Europe and the people, industry, and agriculture of the respective regions.

. Students are assigned outside reading in English on German family life to be discussed in class or presented as special reports.

. Students are assigned topics for outside research in English on modern German radio and television programs.

. Using slides or filmstrips with accompanying tapes, the teacher shows and lectures on the landmarks of major German cities while students take notes.

. Students are assigned reports on the history of various German cities.

Evaluation Process

. On an outline map of Central Europe, students indicate the principal political divisions and geographical features of German-speaking countries.

. The student writes in English on a specific aspect of German life that he has studied and which is of particular interest to him.

. The student names the landmarks of cities previously viewed on slides or filmstrips.

THIRD YEAR

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

. To understand all previously studied material when it is recombined.

- To comprehend the general content of disconnected and sustained discourse, guessing intelligently at what is not understood.

- To distinguish between various standards of language and perceive geographical regions or social classes represented in speech.

- To participate in guided discussion on topics related to class reading, visual experiences, and extra-curricular activities with appropriate questions, answers, or rejoinders.

- To integrate and recombine sentences and phrases on assigned topics.

- To summarize short dialogues or narratives orally.

- To give short oral reports from notes in outline form.

Suggested Activities

- Student listens to recordings prepared by speakers from different German-speaking countries in addition to those which accompany his textbook.

- Student participates in sustained conversations of increased length and speed, gives oral reports and summaries on familiar material.

- Student expresses ideas orally using appropriate grammatical forms and word order characteristic of the spoken language.

- Students interview one another with respect to their hobbies. This information may be helpful to teacher in individualizing the reading program.

- Student teams with others to act out simulated situations, for example, at the travel agency, at the market, giving directions, or selected short plays with culture content.

Evaluation Process

- Have students listen to a recorded newscast, short wave radio broadcast, or literary recordings. Students ask and answer questions on content.

- Have students present oral summaries of recorded conversations, reports or broadcasts using a minimal number of notes.

- Distribute maps of Central Europe, give students a series of instructions and test knowledge by means of oral response.

READING

Learning Objectives

Students should be able:

- To read and fully comprehend a short unfamiliar selection of material equal in difficulty to the materials previously assigned to the class.

- To read aloud with proper intonation demonstrating awareness of meaning through intonation and stress.

- To read German newspapers and magazines which have a vocabulary commensurate to the student's interest and level of learning.

- To derive genuine enjoyment from reading experiences.

Suggested Activities

- Student infers meaning of words which are related to each other or English with materials prepared by the teacher. He also works with contextual and structural clues with minimal references to dictionary.

- Student paraphrases freely with intensive reading material containing a well-defined plot or action and answers simple questions to build active vocabulary.

- Student reads extensively outside class materials containing cognates, new vocabulary and structural items and through inference comprehends the main points.

- Student reports to the class the main ideas gleaned from outside reading in newspapers, magazines or graded readers on social customs, travel, geography.

Evaluation Process

The evaluation process should include testing on the areas listed below:

- Have student read both question and answers and select correct option in a multiple-choice test in German on reading material that combines familiar material in new ways.
- Have student do multiple-choice or true-false items on outside reading material.

WRITING

Learning Objectives

Students should be able:

- To write basic grammatical forms with ease.
- To write topical paragraphs, dialogues, and short compositions, both directed and original, that are logical and relatively error-free.
- To employ note-taking as a learning device.
- To demonstrate a writing vocabulary suitable for composing informal and formal letters, and summaries of material read.
- To spell and punctuate accurately.

Suggested Activities

- Student writes out rejoinders and answers to structure drills after answering them orally.
- Student takes full dictation on recombined material.
- Student engages in directed writing, changing the familiar to the formal, the indicative to the subjunctive.
- Student takes notes in German on reading material or lectures and writes summaries of same in German.
- Student writes friendly letter in German to friends, students, relatives, or pen pals.

. Student writes business letters in German, for example, orders for magazines, books, realia; seeking employment; seeking school admission.

Evaluation Process

. Have student take a dictation test on recombined or familiar material.

. Have student construct sentences after furnishing him model sentences and sets of elements to be incorporated into similar sentences.

. Have student rewrite a short narrative in a different tense.

. Have student change a conversation into indirect discourse format.

. Have student write a description of a room, menu or person while viewing a picture or textbook illustrations.

GRAMMAR

Learning Objectives

In third year German, the student will continue to develop and refine his command of the structure listed for the first two years and at the same time develop a mastery of the forms listed below:

. Passive voice

. Special subjunctive

. Indirect discourse

. Extended adjective constructions

Suggested Activities

The following activities should be further developed by each teacher:

. Teacher presents new material using blackboard and overhead projector.

. Students participate in oral and written structure drills.

- Students study in small groups using study sheets for drill.

- Students utilize blackboard for drill either in groups or individually eliciting the help of peers.

- Teacher directs students in games using verb drills.

Evaluation Process

- Have the student rewrite active voice sentences in the passive.

- Have the student rewrite a dialogue as a narrative with indirect discourse.

- Test the student's ability to give the English equivalent of German extended adjectives.

CULTURE

Learning Objectives

Students should be able:

- To evaluate the authenticity of statements made regarding the culture of German-speaking people.

- To relate the foreign culture, in oral or written work, to our own society and to other disciplines.

- To sense and begin to appreciate the great contributions of the people in literature, art, music, philosophy, religion, science, and education.

Suggested Activities

- Using a large map and pictures, the teacher discusses the cities and states of Germany and Austria.

- Students study the names of common foods and dishes and then design their own menus with original covers.

- Students are assigned a specific historical character on which they make reports in English to the class.

- The teacher lectures in German on historical characters or events.

- The students view slides, filmstrips, or pictures of the works of German artists.

- The students listen to tapes or records of the music of German composers.

- Teachers from the departments of history, art, and music lecture in English on specific famous people, places, or events.

Evaluation Process

The evaluation process should include testing in the areas listed below:

- On an outline map, the student indicates the states and major cities of Germany and Austria.

- The student takes English-German and German-English vocabulary quizzes on the names of foods and dishes.

- Students take multiple-choice tests on the lives of historical characters.

- After observing slides or pictures of paintings and famous buildings, the students identify the respective artist or the name and location of the building.

- After listening to excerpts from musical compositions, the students identify their respective composers.

FOURTH YEAR

LISTENING AND SPEAKING

Learning Objectives

Students should be able:

- To comprehend recordings of native voices speaking in dialect-colored Umgangssprache.

- To comprehend implicit as well as explicit meaning of what is heard.

- To distinguish nuances of meaning with different stresses and intonations.

- To participate in spontaneous discussion of topics related to class readings, films and extra-curricular activities with appropriate questions, answers, or rejoinders.

- To participate in guided discussion of abstract topics such as philosophy, religion, justice.

- To summarize orally short anecdotes, narratives, film sound tracks.

- To present a short talk without notes.

Suggested Activities

- Student listens to a variety of selected materials on several topics to develop awareness of differences between standard speech and dialects and to distinguish nuances of meaning with different stress and intonation patterns.

- Student views film, television or theater showings and discusses cultural content with peers and/or teacher. (Teacher may prepare multiple sound tracks to individualize listening material in conjunction with films.)

- Student participates in skits and plays and recites poetry.

- Student listens to guest speakers, comments and asks questions.

- Student listens to recordings of literary works and discusses meaning, style, purpose. He expresses his personal opinion and compares with other works.

Evaluation Process

The evaluation process should include testing in the areas listed below:

- Have student retell the plot of a play, short story or novel or summarize a newspaper article using minimum notes or no notes.

- Have student listen to recorded interviews with several spoken styles, then paraphrase the speech sample into standard speech.

READING

Learning Objectives

Students should be able:

- To read unedited modern short stories, plays, essays, bibliographies or poetry primarily for content rather than literary analysis.
- To read contemporary non-fiction German prose in an area of personal interest with minimal reference to a dictionary.
- To show initial discernment of connotational meanings, point of view, and standard of language in material read.
- To analyze in a general way the fundamental components instrumental in developing literary appreciation.

Suggested Activities

- Student reads for pleasure (with no reports required) short stories, plays or novels which are of specific interest to him rather than those of pure literary value.
- Student listens to tapes or records of literary works being read.
- Student views films related to literary works that have been read.
- At higher levels, student discusses motivation, author's style and any symbolic significance the characters may have in the story. He gives physical description of characters in a story or drama followed by comments on thought patterns, preoccupations and interactions with others. As the teacher plays one role in the dialogue, the student improvises the other character's lines.

Evaluation Process

- Have student summarize orally or in writing two or three pages of what he has read.
- Quote lines from material read and have student answer questions related to the lines.

WRITING

Learning Objectives

Students should be able:

- To communicate his own thoughts in writing.
- To write an extended report with reasonable grammatical and idiomatic accuracy on a subject of the student's own choice.
- To demonstrate proficiency in the use of the German Stilwörterbuch and Rechtschreibung.
- To utilize German punctuation, particularly the comma, with a high degree of accuracy.

Suggested Activities

- Student writes original short narrative using the function words and structures previously learned.
- Student writes a brief composition that expresses the main idea of a topic about which he has read.
- Student writes a short composition based on a recent experience he has had with members of his family or with friends.
- Students prepare compositions before class, and during class divide into groups to exchange compositions for reading and correction.
- Students hand in compositions, teacher underlines the errors and returns papers to the students who in groups help each other with corrections. Teacher serves as a resource person.

Evaluation Process

- Have student read a brief article in class, write a summary and hand it in at the end of the period.
- Have student submit a written summary of an article he has read outside of class.
- Have student write a composition based on a detailed outline you provide by asking questions on something that has just been read.

. Have student submit an original composition based on personal ideas or experiences.

GRAMMAR

Learning Objectives

The student should obtain a final overview of the structure of German through intensive review of all basic structures covered in the first three years.

Suggested Activities

. Teacher presents selected grammar rules for review using blackboard and overhead projector. Students ask and answer questions.

. Based on individual needs, students write out exercises on language structure.

. Students work in small groups using study sheets for drill.

. Students work at the blackboard gaining assistance from teacher and peers.

Evaluation Process

. Have the student complete narratives by supplying missing words.

. Give grammar tests requiring replacement-transformation drill techniques as test items.

CULTURE

Learning Objectives

Students should be able:

. To understand and appreciate the cultural values of the countries where German is spoken.

. To develop, through reading selections that provide insights into the social, political, and economic structures of the country, a background sufficient to facilitate reading in fourth and fifth year German.

. To speak intelligently and correctly, expressing empathy for the social customs of the people, and knowledge of the history and geography of the land, of selected classical and contemporary literature, and of the present-day role of religious political groups, ethnic minorities, and education in the social life of the country.

Suggested Activities

. The students give oral reports to the class on aspects of German culture which are of social personal interest to him.

. The students write and perform mini-dramas for lower level classes to illustrate German cultural values.

. The student does reports on political, social and economic developments in Germany, Austria and Switzerland based on his readings in German weekly news magazines.

Evaluation Process

. The student takes tests composed of a list of individuals famous in history, exploration, and science to be matched with a list of their respective contributions.

. The student takes short oral or written quizzes on current events discussed the previous day.

. The student plays the role of a native German in real or simulated conversations with native German speakers.

FIFTH YEAR ADVANCED PLACEMENT

At this point, the student should be offered maximum opportunity to pursue his individual needs and interests. Some students will prefer to follow the prescribed Advanced Placement Programs, while others are more interested in contemporary events, scientific German, or German for secretaries. Individualized programs and mini-courses are the best means for meeting these needs with present teaching resources.

Teaching Strategies

A great many ideas and suggestions have been incorporated into the objectives and activities listed in the first four years of German study. In each case, the teacher should be certain he is fully utilizing all of the appropriate forms of the following major categories of teaching techniques:

- Teacher presentation
- Peer group teaching
- Group learning
- Laboratory experiences
- Independent study

RESOURCE MATERIALS

Basic:

- A-LM German, Levels I-IV, Harcourt, Brace, Jovanovich, Inc.
- Deutsch durch audiovisuelle Methode, Parts I and II, Rand McNally and Company
- A First Course in German, A Second Course in German, D. C. Heath and Company
- German Today, One and Two, Houghton Mifflin Company
- Verstehen und Sprechen, Holt, Rinehart and Winston, Inc.

Supplementary:

- Cultural Graded Reader Series, American Book Company
- First German Classroom Library, Books of the World Publishers
- Individualized German Reading Library, Scholastic Book Services

GERMAN

JUNIOR AND COMMUNITY COLLEGES

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JUNIOR AND COMMUNITY COLLEGES

In formulating programs for junior and community colleges, courses should be geared to the needs, interests, and abilities of the students. Because students enter college with a variety of preparations and backgrounds in language study, individually prescribed instruction is vitally important. Teachers should conduct personal interviews with students to ascertain their particular interests and accommodate the learning objectives to their needs.

The basic language objectives are the same as those for the junior and senior high schools, listening-comprehension, speaking, reading, and writing, emphasizing the cultural aspect of German-speaking countries. Teaching strategies should be adapted to the experiences and maturity of the students.

The two-year college guidelines for German are divided into three parts, corresponding to three phases of instruction. Phases I and II represent a two-year beginning and intermediate sequence and Phase III consists of advanced classes for students entering with advanced standing.

PHASE I

LEARNING OBJECTIVES

Listening and Speaking

The student should be able to discuss any of the following areas in German. He should also demonstrate the ability to respond to questions asked by the teacher in the language and be able to carry on simple conversations with his fellow classmates and/or the teacher.

- Greetings, introductions, social phrases
- Simple descriptions concerning family/relatives
- Statements about himself (occupation, age, place of residence
- Weather, seasons
- Numbers, dates, telling time, currency
- Discussing school experiences (in a very basic manner)
- Simple statements concerning health
- Shopping for toiletries, clothing, food

. Colors

. Directions and travel

. Ordering a meal

. Recreational activities

Reading

Students should be able:

. To read familiar material orally with acceptable pronunciation and intonation.

. To comprehend reading selections composed of previously studied vocabulary and structures in a recombined form.

. To give the English translation of underlined words or phrases in paragraphs or sentences from selections previously read.

Writing

Based on the vocabulary and grammar that was covered, students should be able:

. To reproduce sentences dictated by the teacher.

. To respond to questions asked orally in German by writing an appropriate sentence in German.

. To translate sentences from English to German.

. To summarize a short (no more than about ten lines) dialogue or narrative in about five sentences.

Grammar

Students should have basic control of the following structures of German:

. Tenses: Present
Present Perfect
Past
Future
(high frequency weak and strong verbs)

. Word Order: Questions
Statements/inverted word order
Position of "nicht", time - manner - place
Subordinate clauses

. Negation: "kein" vs. "nicht"

. Modals: Present tense
Past tense

. Cases: Nominative
Accusative
Dative
Genitive

. Articles: "der" words and "ein" words

. Imperatives

. Plurals of high frequency nouns

. Prepositions with: Accusative case
Dative case
Either accusative or dative case
Genitive case (high frequency only - wahrend, wegen, trotz, anstatt)

. High frequency verbs requiring: Dative (glauben, helfen, antworten, danken)
Separable prefixes
Inseparable prefixes

. Personal pronouns in: Nominative) with correct word order
Dative) patterns
Accusative)

. Reflexive verbs (high frequency only)

. All adjective endings

. Comparison of adjectives and adverbs

. Very basic introduction to and reading recognition of relative pronouns, "da"/"wo" - compounds

Culture

Students should have an initial acquaintance - derived from classroom text, audio-visual aids, outside readings in English with:

- Difference in usage of "du/ihr" and "Sie"
- Practices of different social classes ("du" vs. "Sie")
- Handshakes, regional greetings, e.g., "Grüss Gott"; "Tschuss"
- City layouts
- Travel (traffic, train system, regional differences, standard German vs. dialects)
- Meals, etiquette, food preferences, eating habits
- Holidays and folk festivals
- Invitations, social conventions
- Recreational activities: popular music and dance, movies, television, sports
- Origin and early history of Germany
- Geography of Germany locating major cities, rivers, mountains, rural and industrial areas
- The division of East and West Germany, the political situation, the government, the status of Berlin
- Other German-speaking countries

SUGGESTED ACTIVITIES

Student Activities

- Use the laboratory or tape recorder for pronunciation practice, listening-comprehension exercises and structure drills.
- Use vocabulary and idiomatic expressions in questions, answers, dialogues and narratives, both orally and written.
- Read the cultural material in the unit and then formulate and answer questions about it in German.
- Practice the oral drills in the unit either with the teacher or other members of the class.

. Write finished sentences from strings of words to practice verb forms and case endings.

. Write short guided themes and letters relating personal interests to the material in the text.

Teaching Strategies

. Pronounce the lexical items and allow for group and individual repetition.

. Illustrate the various points of grammar being taught through analysis and examples. If available, use transparencies, pictures, slides.

. Exercise the class in the manipulation of the oral drills.

. Engage the students in question and answer sessions dealing with the cultural material in the unit. If, for example, the cultural selection deals with the type of meals eaten at various hours of the day, the students can relate their own habits and in this way, a meaningful, vivid and lasting comparison is made.

. Evaluate student progress through both oral and written tests.

. Show movies and slides related to cultural material being studied. These should be complemented with questions which will elicit vocabulary and sentence structure that the student is familiar with and which he can handle.

. Show great enthusiasm when students respond well.

. Be available for extra help.

EVALUATION PROCESS

Evaluation is in constant progress in the language class. Each time a student reads, recites, asks or answers, the teacher has an opportunity to evaluate. Short and frequent quizzes on grammatical or cultural items seem to be more advisable than infrequent, big exams. Care should be taken, however, not to make the tests the focal point in the language class. The emphasis should be on the student's language learning and his ultimate progress toward meeting the objectives of the course. Some specific testing devices are:

. Oral or brief written quizzes on vocabulary, answers to questions, true-false items, multiple-choice items, matching.

. Tests which accompany the textbook.

. Teacher-made tests to evaluate certain forms, verbs, pronouns, sentence structure.

. Oral conversations between students or between teacher and student based on material learned.

. Dictations based on material read.

PHASE II

LEARNING OBJECTIVES

Listening and Speaking

Students should be able:

. To follow a lecture, conversation or film based on the vocabulary they have studied.

. To communicate with a speaker of standard German in an informal conversation.

. To speak with reasonably correct pronunciation.

. To answer questions in German on the material they are studying.

. To ask and answer questions referring to situations occurring in daily life.

. To express their ideas in simple German on topics in which they are interested.

Reading

Students should be able:

. To read aloud accurately, and with some expression, the material they are studying.

. To read material in a variety of styles.

. To read narrative or descriptive passages of average difficulty for meaning, without looking up each word.

. To understand the concept of "word families" and infer meanings from stem words.

. To do close reading of short assigned passages, with exact understanding of content and syntax.

Writing

Students should be able:

. To write an informal letter in German.

. To summarize assigned reading material in simple German.

. To translate English sentences, containing all moods, tenses, cases and voices into German.

. To write short compositions utilizing familiar vocabulary with minimal use of a dictionary.

Grammar

While maintaining command of all grammar covered in Phase I through continuous review, students should gain mastery of the following areas:

. Forms of less frequently used nouns, verbs, conjunctions, and prepositions

. Tenses: Past perfect
Future perfect

. Passive voice

. Subjunctive: active command of the conditional; at least passive command of indirect discourse

. Relative pronouns

. Adjectives: quantitative, "viele," "alle"
participial constructions

. Finer points of grammar, for example, extended adjective constructions

SUGGESTED ACTIVITIES

Student Activities

. Engage the teacher and other class members in an exchange of the day's happenings.

- Prepare a resume and practice it aloud in order to deliver it to the class with clarity and smoothness.
- Prepare skits and dialogues to be presented with other members of the class.
- Listen to German radio broadcasts or see German language films for personal development or for purposes of reporting to the class.
- Read familiar and new material aloud to develop better rhythm and pronunciation.
- Write character sketches to build vocabulary and to grow in the use of descriptive adjectives.
- Capitalize on every situation to use German outside the classroom.

Teaching Strategies

- Provide an atmosphere where spoken German is expected and enjoyed.
- Conduct as many of the class activities as possible in German.
- Engage the students as often as possible on a one-to-one basis in conversations which have continuity and relevance to them personally.
- Use visuals as often as possible to stimulate expression in German. Personal or commercially prepared slides, short films narrated in German filmstrips, are excellent stimuli for conversation. Short films can also be used for having students write summaries of the plot.
- If native speakers are available, have them come to class and have the students interview them in German.
- Encourage students by showing enthusiasm when they respond correctly.
- Prepare special materials for students who need remedial or advanced work.
- Promptly evaluate oral and written expression.
- Be available to students who need special help, guidance or practice.

EVALUATION PROCESS

Some specific devices for evaluating student progress are:

- Essay tests on reading selections
- Compositions on assigned topics or students' choice
- Oral presentation of dialogues and skits
- Impromptu talks on topics suggested by the teacher
- Informative talks given with aids such as slides, films and other visuals
- Outside reading reports
- Summaries of movies, short stories, letters to a friend

PHASE III

More than Phase I or II, Phase III is bound to be student centered. A typical class may consist of high school students who have completed the preceding phases in high school, people from the community with a previous knowledge of German, transfer students desiring Humanities credit or language majors. Programs in Phase III should be personalized and individually guided.

Despite the possibility of much diversity within the class, work in Phase III could have the following general objectives:

- More contact with the culture of the German-speaking world
- Expansion of active command of the language
- Development of sensitivity to nuances of the language

These objectives could be achieved in a variety of ways. Whatever means are used will depend on the specific class and on the situation at the individual college.

Possible courses for Phase III are:

- Intensive conversation practice
- A combination of conversation with composition

- Introduction to German literature, based either on chronology or genres
- Specialized courses in technical or business German, possibly to be offered in conjunction with vocational programs, such as international trade.

RESOURCE MATERIALS

Basic Texts

The following is a brief selection currently-used first year books:

- Anfang und Fortschritt, MacMillan Company
- Basic Conversational German, Holt, Rinehart and Winston, Inc.
- Contemporary German, McGraw-Hill, Inc.
- German, A Structural Approach, Norton and Company
- German Through Conversational Patterns, Dodd, Mead and Company
- Moderne deutsche Sprachlehre, Random House

Audiovisual Aids

See Appendix

APPENDIX

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Materials

Ollmann, Mary J., Ed. "Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools." 1964 Supplement for German, Polish, Norwegian, Russian, and Swedish to the MLA Selective List of Materials.

Clubs and Games

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Schmidt, Elizabeth. The German Club in High School. Skokie: National Textbook Co. 1970.

ADDRESSES AND SOURCES OF MATERIALS

American Association of Teachers of German
National Office
339 Walnut Street
Philadelphia, PA 19106

Request the TAP GUIDE of films, records and slides.

National Federation of Students of German
339 Walnut Street
Philadelphia, PA 19106

Request NFSG Club Kit with information on how to start a German Club.

German Consulate General
104 South Michigan Avenue
Chicago, IL 60603

Request list of free loan films.

German Information Center
410 Park Avenue
New York, NY 10022

Request the Directory for Teachers and Students of German, as well as a wealth of useful cultural materials.

Austrian Consulate
116 South Michigan Avenue
Chicago, IL 60603

List of Sound Track Films.

Austrian State Tourist Office
77 West Washington Street
Chicago, IL 60602

Illustrated brochures on travel and culture in Austria, fine maps and colorful literature.

German Federal Railroads
11 West 42nd Street
New York, NY 10036

Maps, leaflets and literature about German train routes.

German Tourist Information Office
11 South LaSalle Street
Chicago, IL 60603

Illustrated brochures on travel and culture in Germany, fine maps and colorful literature.

Swiss Consulate
75 East Wacker
Chicago, IL 60603

List of Sound Track Films.

Lufthansa German Airlines
81 East Monroe
Chicago, IL 60603

Posters, calendars, menus, maps.

Swissair
106 South Michigan
Chicago, IL 60603

Posters, calendars, maps.

Deutsche Welle Koln
c/o Union Air Transport
J. F. Kennedy Airport
149-15 177th Street
New York, NY 11434

Will send free monthly listings of German short wave broadcasts.

Visual Aids Service
University of Illinois
1325 South Oak Street
Champaign, IL 61820

Has rental films, especially Guten Tag! series.

SOME DISTRIBUTORS OF GERMAN AUDIO-VISUAL MATERIALS

Berkeley Teaching Methods
P.O. Box 76
Island Park, NY 11558

Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, IL 60640

EMC Corporation
180 East 6th Street
St. Paul, MN 55101

Gessler Publishing Company
131 East 23rd Street
New York, NY 10010

Goldsmiths Music Shop
301 East Shore Road
Great Neck, NY 11023

International Film Bureau
332 South Michigan Avenue
Chicago, IL 60604

Programmed Language Instructions, Inc.
42 - 05 48th Avenue
Woodside, NY 11377

Wible Language Institute
24 South 8th Street
Allentown, PA 18105

SOURCES OF NEWSPAPERS AND MAGAZINES

Scholastic Foreign Language Service
902 Sylvan Avenue
Englewood Cliffs, NJ 07632

Student magazines on three different levels.

German News Co., Inc.
240 East 85th Street
New York, NY 10038

German Language Publications
75 Varick Street
New York, NY 10013

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